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# THE VIRGINIA TEACHER

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February, 1936



## Self-Examination for Seniors

Rose M. MacDonald



Effective Methods of Giving Library Instruction

Reba Wartman



Communication: A Language Arts Unit

Thelma C. Heatwole

THE READING TABLE

FILM ESTIMATES

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PUBLISHED AT THE  
STATE TEACHERS COLLEGE  
OF HARRISONBURG, VA.

15 CENTS



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\$1.50 a Year

Published Monthly except June, July, and August

15 Cents a Copy

THE VIRGINIA TEACHER is indexed in the *Education Index*  
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# THE VIRGINIA TEACHER

Volume XVII

FEBRUARY, 1936

No. 1

## SELF-EXAMINATION FOR SENIORS

**T**HIS morning as I watched the beautiful and impressive ceremony, the "Gowning of the Seniors," by virtue of which you were invested with all the rights and privileges of Seniors, I wondered if you realized the tremendous responsibilities that will be yours in the profession you have chosen. You entered college to learn; you must go forth to serve.

You have had good luck or bad luck in your examinations. Sometimes the questions were in the field of your greatest interest. Sometimes your mind was alert, at other times dull—and the questions seemed to hit upon things you did not know. In a measure, the examination which the world will make of you will be the same. Sometimes the opportunity will come to you to display great strength and will find you qualified to do so. Sometimes the world will call upon you with confidence, and you will disappoint both it and yourself. The only difference between the examinations your college has given you, and will give you, and the examinations the world will give you is that the world will subject you to a continuing examination with no dates set in advance. The world's examinations come at the most unexpected times and in the most unlooked-for situations.

But there is another examination I would ask you to subject yourself to, the most vital and important of all examinations. It must be more searching than any other; and your answers must be full and frank. I suggest that you examine yourself. Perhaps you can afford to fool others about yourself, but you cannot afford to fool yourself

about yourself. It is through this examination that you must discover your own strength and your own weakness. Satisfactory results from this self-examination will be essential to your success in your profession.

In this examination of the way you have already gone there are three questions I suggest that you ask yourself:

1. Have you enlarged your knowledge of obligations and increased your capacity to perform them?
2. Have you discovered your mental aptitude?
3. Have you developed your intuitions and made more sensitive your emotions?

Will the answer to the first question show that you have an understanding of your obligations and that you have the capacity to perform them? For instance, do you know your obligations as a citizen of a modern democracy, and do you feel that you can perform them reasonably well? I suggest that you make an examination of what your obligations are and how you intend to perform them. We must all do this, or democracy will fail. The political liberty of the individual will be diminished from necessity. Unless you accept your responsibilities, dictators will arise to perform them for you, and having performed them, they will take their full toll from your liberties.

Let me advise you: Whatever obligation you make, perform. Never neglect it and never default on it. The credit of the nation, our very being, depends upon the sanctity of public and private obligations. Loyalty to our obligations is the basic obligation of all citizens in a civilized society.

America, your America, stands today at the verge. She is faced with a larger number of vital problems than has ever before been presented to one nation. We have

A talk before the student body of the State Teachers College at Harrisonburg on "Senior Day," November 6, 1935.



serious domestic problems. We have important foreign ones. Many of them must be answered soon. You must help with the answers. Are you prepared? What do you know about credit and currency? What of taxes? What of the proposed Social Security legislation? Virginia's Blue Sky Law? and similar Federal legislation? Have these problems been segregated in your mind and studied? Do you feel confident that you can perform reasonably well your obligations as a citizen to solve them? As an educated citizen, what will you do with problems of this kind?

Now let us turn to the second question: Have you discovered your mental aptitude? One of the greatest tragedies in life is the misplacement of human beings. Be careful not to misplace yourself. The tides of new life and experience are demanding expression and interpretation. Into this tide you will be swept. Do not let yourself drift. You must plot your own course and, having plotted it, you must keep your hand at the wheel, and not merely drift at the peril of the waves.

The issues today call for a critical survey of your heritage and an appreciation of that for which your heritage stands. Study the Constitution of the United States; it is the map of our Government. Uncharted obstacles may arise, it is true, but if the path of the Ship of State must be changed, it can be done only by an intelligent, well-informed people. Does your self-examination show that you are qualified to take your place among them?

Many of the underpinnings of faiths, customs, and traditions upon which civilization was supposed to have been built have been knocked away and we know not the end thereof. Up from the ruins rise elements of great value in your heritage. There are memories of a heroic past, sacrifices for home, country, and liberty, discoveries in many fields which bless mankind, a sincere desire for international peace with honor and justice. Nevertheless, if civilization is

to be sustained, we must all gird up our loins and determine upon a vigorous course of thought and action. The salvation of a country does not lie in the hands of a few; as Lawrence expressed it in his modest epitaph, "Progress today is not made by a single genius, but by a common effort."

There have been favored periods in the past, creative epochs, when man achieved a unified philosophy of life. But the World War destroyed the faith of the nineteenth century, when life was rationalized and meaningful.

Man individually and socially needs a philosophy of life, a working faith, for it is certain that in the long run a man cannot have force, happiness, the respect of others, or anything but defeat unless he has and is ready to stand by principles. Philosophers, wise or foolish, may argue about the origin of conscience, the sanctions of right and wrong; they may carry us into the mist and leave us there; but we have got to *act* today and tomorrow. Assuming that there is a right and a wrong, we must make our decisions as best we can, based on our intelligence and conscience as we have them. And we must stand by the result. It may sometimes mean standing alone, and this calls for moral courage:

"It is not within the power of man to command  
success  
But we may do more, we can deserve it."

A man can best be understood by the things he fights against. You will constantly be called upon to decide the things against which you will fight. For fight you must; that is the duty every one owes to the society which rears and protects him. In a self-sustaining democracy, every man, woman, and child has his place and his task.

And as you take your place, you will grow in intellectual stature through the mental exercise you will need in deciding on the things against which you will fight. A problem solved, an adjustment made, or a duty performed, will leave its influence.

It has been said that we are two-fifths born and three-fifths made. Today we ex-



press it differently and say that the "traits and trends of the baby's personality depend more on conditioning environment than on specific inheritance." If we accept these statements as true, how great is the responsibility of those into whose hands is intrusted the training of the child, and what a powerful factor environment becomes in his development!

Today by educational legislation and regulations, the "conditioning environment" has become largely the responsibility of the teacher. Regulations decide the age at which a child must enter school, the subjects he must study and the books he must use; the years he must attend school and the number of hours during each year; the number of credits necessary to the attainment of his diploma. But parents have gone even further and have forced upon schools a major part of the moral, social, spiritual, and physical training of the child. Because of all these social changes, it is the teacher who finds herself largely responsible for the "three-fifths" in the making of the child.

We come now to the third and last question: Have you developed your intuitions and cultivated your emotions?

As you approach the end of your training, you must realize that learning has larger responsibilities than those it owes itself. A college course tends to exalt the mere operation of the conscious mind and so in a degree to discourage the use of one's intuitions. Has that been the result with you? The training of the feelings, the emotions, the imagination, is not a mere appendage of education, but one of its central tasks. These thousand and one antennae unconsciously absorb, especially in our contacts with other human beings, impressions which the mind either cannot take account of or comprehends all too slowly.

Have your emotions been deadened by too much mathematics and science? Examine yourself in your emotional approaches. It will throw your knowledge into better

human perspective. Be sure, while making yourself intellectually fit, that you are not becoming socially unfit.

If you use your development only for personal ends, you will be neither socially efficient nor truly moral. The most overt breach of duty of which a teacher can be guilty is wilful blindness to the needs of his time and place, or cynical indifference to the practical bearing of learning upon such needs. The secret of your success as a teacher will lie largely in your relation to your age. As you tread the pathway of life, you will find new values constantly emerging.

The lines, the forms, the colors of the picture are always changing, fast or slowly; and as they change, life itself changes too—its manners, its ideas, its institutions. You cannot ignore these lines; they will be the outlines of the fundamental problems you will have to face.

No teacher can climb beyond the limitations of her own character. You cannot give to a child that which you do not possess. If you are to succeed, you must possess those qualities which make you a person who stands for something in the spiritual life of the community. Your personal life must contribute to the enrichment of your environment. You must be human, with initiative, resourcefulness, industry, tact, intellectual and moral honesty. Does your self-examination show that you possess all these?

And you must have culture. I mean "those achievements, in thought, word, or deed, which constitute a permanent enrichment of the human heritage and add to the meaning of the beauty of the life of man." Or do you prefer Dewey's definition of culture: "the habit of the mind which perceives and estimates all matters with reference to their bearing on social values and aims"? Have you the courage to estimate the bearing of your life on the social values and aims of your home and community?

Though the times call for vigorous, rug-



ged, straight character, they also demand men and women of such grace and consideration that they may win, not drive, others to support their standards.

Have the answers to your self-examination been satisfactory? If not, is it your purpose to make them satisfactory before you go forth from this college? Otherwise, the diploma which is now your goal should be denied you. No degree should be conferred upon those who have not caught the vision of the area of their obligations in life and their need to perform them.

The influence of great teachers outlives that of kings, potentates, military leaders, presidents, or governors of their age. The teacher finds immortality as she blossoms in the lives of those she teaches, than which there is no higher immortality.

Your history will be the history of your spiritual achievement. For here will be found the "ultimate statement in terms of becoming, of the truths of being." That the great University of Life may ultimately confer upon you a satisfactory degree is my wish for you.

ROSE M. MACDONALD

### EFFECTIVE METHODS OF GIVING LIBRARY INSTRUCTION

THE newer conception of education that we now hear so much discussed is causing great modifications in school curricula and is indirectly responsible for the new course of study in Virginia. All of you who have examined the new Virginia curriculum have met with such new terms as "center of interest," "correlation," "integration," "units," etc. The unit, one outstanding educator says, may be conceived as "a body of material to be understood rather than merely memorized." In

This paper was presented before the school library section of the Virginia Education Association meeting in Richmond on November 28, 1935.

brief, the curriculum-makers say that teachers must emotionalize their subjects; make them living and breathing by introducing the personal and dramatic appeal. To do this calls for every possible use of relative material which will give color and understanding. This ends the use of a single textbook and demands many books and supplementary materials, thus opening the doors to the resources of the library. With this change in method of teaching, the school library comes into its own. Library lessons must be integrated with regular classroom work. These trends play gloriously into the hands of librarians and give us an opportunity to prove that the library is the very heart or center of the progressive school.

We may prove this in two ways: First, we must sell the library idea to the teacher. We should study the new curriculum and observe in the classroom as often as time permits, in order that we may know what units are being taught at a given time. The teacher initiates. The librarian co-operates and suggests library materials that will enrich and give vitality to the teacher's classroom work. Until librarians and teachers get together and supplement each other's work we shall not have an efficient library in the fullest sense. After we have succeeded in getting the teacher to include library resources in her units, then it is our duty to make these materials accessible to the students. As librarians, I dare say, we take the steps that I have just mentioned; but this is where we so often stop, assuming that by assembling a collection of books and exposing the students to them for one or more class periods a week that they will absorb all necessary information. But we are finding that it does not work out that way. Even the brighter and more fortunate children, who come from homes where books are friends, do not get the most out of them; they need to have these books introduced to them by a librarian who knows



her books and knows also how to fit the book to the child.

Since classroom procedure at the present time is being revolutionized to include an art period, a music period, an industrialized shop period, why should there not be a library period? If we ever expect to get this idea of library instruction over to the educators, now is our chance to do so! If the new curriculum lives or is replaced by something better, it will have been worth the cost in that it will have given, I hope, the library period to the modern school.

With these thoughts in mind, I have attempted since last February to make library instruction an integral part of the classroom work at Matthew Whaley. For the elementary school we have a regular library period once each week: first and second grade, twenty minutes; third and fourth grade, thirty minutes; fifth and sixth grade, from forty to forty-five minutes. In the junior and senior high school, the library lessons are given as a regular part of the English course. For every English course there is an integrated library unit, lasting from ten to fifteen days, usually given the first semester. This unit is organized, written up and taught just as a teacher would proceed with any other unit, with general and specific aims, motivation, mimeographed work-sheets, list of activities, a special day for culminating activities, and a day for testing and recording grades. The students are made to feel that this unit is as important as a unit on housing, communication, transportation, or any other phase of work given during the year.

I said we begin our library lessons in the first grade. In introducing this library period into the Virginia curriculum, we may as well start at the foundation and work up. A child who grows up with books is bound through constant repetition and application to get certain library habits that are automatic by the time he reaches high school. Instead of waiting until a child gets into

junior high school and giving him an intensive week of strange new facts concerning books and libraries, there is a gradual and perfectly natural step from one library to another: elementary, junior high school, senior high school, and college library. Then in the senior high school we have the library club for those who are interested in librarianship as a profession.

I should not advocate a definite course of study to be given in the elementary school at any set time, for library instruction to be effective must be integrated with the particular grade "center of interest"; however, we can set up certain fundamentals in which a child shall have acquired skill before the end of the year, and work these in whenever an opportune moment occurs.

By reading you a few of the phases of work offered in each grade, perhaps I can give you some idea of how the lessons are built up.

#### GRADE I

Introduction to the library  
Library etiquette—courtesy—good manners  
Care of books  
Location of easy books  
Parts of a book—only page numbers  
Appreciation lesson—stories on units studied  
(Home life  
Pets  
Farm)

#### GRADE II

Library unit offered in the regular second grade curriculum gives us an excellent opportunity to organize a miniature library.  
Review previous lesson from the first grade.  
Add author, binding, and title to the parts of a book.  
Appreciation lesson centered around Town life  
Zoo animals  
Farm animals

#### GRADE III

Cost of books  
Add illustrations and tables of contents to parts of a book.  
Classification—juvenile fiction and juvenile non fiction.  
Placement of Indians in the regular classification.  
Alphabet drills  
Dictionary  
Appreciation lessons—stories of nations around the world.

#### GRADE IV

Classification—Placement of books on colonial



life, animals and fairy tales in the main library.  
*Compton's Encyclopedia*.  
 Add publisher to the parts of a book  
 Vertical file—Pictures on unit  
 Appreciation lessons

## GRADE V

Add preface and index to the parts of a book  
 Classification—Location of books on Rome, Greece, Medieval life and knights, etc., in regular library.  
*World Book Encyclopedia*  
 Magazines—*Child Life*, *Science and Mechanics*, etc.  
 Reading guidance carried out in the form of book club, during which children discuss books read.  
 Organization of MWBC radio station over which children give book talks.

## GRADE VI

Add appendix and bibliography to parts of book.  
 Classification—Learning of the main divisions of the Dewey decimal classification.  
*World Almanac* } Unit on power  
*Reader's Guide* }  
 Magazines—*Scientific American*, *American Boy*, *American Girl*, *St. Nicholas*  
 How to read newspapers  
 Reading guidance in form of book club, organized on the same basis as the fifth grade. Object—Fit the book to the child.

## JUNIOR HIGH SCHOOL

Card Catalogue  
 More Reference Books  
*Lincoln Library*, *Living Authors*, *Who's Who*, etc.  
 Detailed Use of the *Reader's Guide*  
 History of Books  
 Note taking.

## SENIOR HIGH SCHOOL

Special Reference Books; Research Material  
 Library of Congress Cards  
 Study of all types of periodicals  
 Bibliography Making  
 Planning for Leisure Reading Vocations—Hobbies  
 Library resources outside of school.

Perhaps you are asking what results we are getting from this procedure. In the elementary school I have said the aim is to have the library period included as a regular part of the weekly schedule. On returning to school this fall, the elementary teachers came to me and asked on what day I planned to have the library period. They wanted this information in order to get their schedules arranged. This was very gratifying, as it was the very point I had wanted to get across. In the high school we are getting

just a little more work than we can do. The teachers, in order to prepare their students for term papers, are asking that we offer the unit in library instruction as soon as possible.

So, on the whole, I am not the least discouraged and firmly believe that instructing pupils in the use of books and libraries is a very necessary part of a live school library. In fact, librarianship is very fascinating to me; it is the pioneering field in the South and in Virginia with no past to undo, but a future with everything to do.

REBA WARTMAN

## COMMUNICATION: A LANGUAGE ARTS UNIT

### *For the First Year of High School*

Center of Interest: Adaptation of our living through nature, and mechanical inventions and discoveries.

- I. Aspect 4: How do improved means of communication influence the behavior of individuals and groups?
- II. Title of Unit: How does man invent and use means for communicating the experience of the race?
- III. Generalized Concept: Certain inventions and means have communicated the experience of the race.
- IV. Interest Out of Which the Unit Developed: One of the pupils in the class had made a class report on "Recollections and Letters of Robert E. Lee." As an outgrowth of that report, an interest was developed in old letters, and another pupil who had recently found in a trunk in the attic old letters written by her great-grandfather during the Civil War had brought them to class. Some one remarked that he wondered if his great-grandchildren would ever find anything interesting



in letters he might write. A discussion was brought about in which interesting things learned from other famous letters and diaries were mentioned. From that discussion the class recognized the fact that much of our information is handed down to us by previous generations, and that their experience would probably be handed down to other generations. The question of means of handing down those experiences was brought up. That furnished a lead for a study of inventions and discoveries that communicate ideas and experiences.

V. Plans the Teacher and Pupils Made to Carry On the Unit:

1. The teacher and pupils made a list of the means and of the inventions that had served in communication.
2. From that list and by class discussion the teacher was able to determine the amount of knowledge the class had on that subject, and so was able to determine the phases that needed emphasis.
3. The pupils with the teacher's assistance then made a survey of the library and community to find materials at hand for use.
4. Then the pupils and teacher decided upon the activities best suited to their needs.
5. The pupils collected all other materials available for their purpose.

VI. Aims:

A. Emotionalized Attitudes.

The attitude of inquiry. (101)\*

The attitude of critical mindedness. (106)

The appreciation of the achievements of thinking. (124)

B. Generalizations:

The understanding of the interdependence of all forms of life. (201)

The understanding of man's increasing control of nature. (203)

The understanding of the relation of the social heritage to man's development. (208)

The understanding that the masses of men struggle constantly to gain freedom from domination of the few. (212)

C. Special Abilities:

The ability to read. (301)

The ability to speak. (302)

The ability to study. (305)

D. Abilities Integrated in the Course of the Unit.

1. The ability to conduct brief, courteous, and accurate telephone conversations.

2. The ability to write a clear, brief telegram.

3. The ability to record vividly some experience.

4. The ability to visualize what is read.

5. The ability to use reference books, library material, and general indexes.

6. The ability to develop new ideas through reading.

7. The ability to find materials other than those suggested.

8. The ability to make a clear, interesting oral report.

\*Numbers in parentheses refer to the coded list of Aims of Education, as enumerated in the Virginia Tentative Course of Study.



## VII. Activities :

1. Comparing the value of oral and written communication.
  - A. The pupils participated in an open forum to determine the class attitude toward the practical value of proficiency in written and oral expression.
  - B. The class went to hear a good speaker.
  - C. In class an article by an outstanding writer was read.
  - D. Reviews of the lives of famous writers and speakers in order to compare their contribution to our pleasure and thinking.
  - E. A particular idea was chosen to be expressed and some of the class expressed it orally and others in written form. The class criticized the effectiveness of the two forms of communication.
  - F. The personnel for a debate was selected; and with the help of the other members of the class, a short debate was had upon the question, "Which will be most effective one hundred years from now in communicating the ideas and experiences of this generation?"
2. Studying the inventions that have aided in oral communication.
  - A. Investigated to learn the contributions of the telephone to the expansion and efficiency

## VIII. Reference Materials.

Craig, *Speech Arts*; Paschall, *Creative Expression*; Robinson and Hull, *Creative Writing*; Ward, *Writing Craft*; Woolbert and Weaver, *Better Speech*.

Robbins, *High School Debate Book*; Roberts, *Parliamentary Rules of Order*; The World Book, "Debate."

Darrow, *Masters of Science and Invention*; Lunt, *Leading American Inventors*.

Robert Frost, poem, "The Line Gang," *Open Door to Poetry*; Carl Sandburg, poem, "Under a Telephone Pole." Under-



- of our communication system.
- a. Read the life of Alexander Graham Bell.
  - b. Discussed the etiquette of a telephone conversation.
- B. Investigated the service of the radio in order to acquire an attitude of wholesome criticism in the choice of program.
- a. Listed the services rendered by the radio to learn their extent and variety.
  - b. Discussed popular programs to determine reasons for their popularity.
  - c. Collected data on the lives of Marconi and De Forest to evaluate their contribution to the development of the science of radio.
  - d. Read and discussed to learn importance of the radio in communication.
3. Studying the inventions that have aided in written communication.
- A. Gathered information to discover the part played by the printing press in the communication of ideas.
- a. Studied the history of the printing press.
  - b. Visited the local newspaper to discover the part played by the printing press in the communication of ideas.
  - c. Read and discussed to determine the reasons for the difference between newspaper language and
- wood poem, "Central", *Poetry of Today*. American Telephone and Telegraph Co., *Magic of Communication*.
- Coon, Good Reference on Education by Radio; Darrow, *Masters of Science and Invention*; Dunlap, *Story of Radio*; Magazines: *Radio Digest*, *Radio Guide*; Chesterton, "On Broadcasting," *Generally Speaking*; Collins, "The Wireless Man."
- Harrington, *Newspaper Club*; Knapp, *Boys' Book of Journalism*; Rogers, *Journalistic Vocations*; Wrenn, *Elements of Journalism*; Material from *New York Times*; newspapers, magazines; Barton, "A Parable of White Paper," *Literature and Living*, Bk. II.



expressions and those used in a standard novel or magazine.

- d. Contrasted and evaluated with regard to permanence a standard novel with the daily newspaper.

B. Determined the value of the postal service in furthering human success and happiness.

- a. A class report was made on the history of the postal service.
- b. Visited the local post office and interviewed the postmaster and rural mail carriers in order to secure information concerning methods of handling the mail.
- c. Reviewed typical friendly letters to judge of their suitability according to the standards decided upon in class discussion.
- d. Reported on stories dealing with the air mail service to determine its rôle as a means of communication.

C. Investigated to learn the contributions of the telegraph to communication.

- a. Reported on the life history of Samuel Morse and of Marconi to emphasize their contributions to our communication system.
- b. Prepared telegrams and night letters in order to learn the value of compressed speech.
- c. Discussed modern codes to show how they have

Chapman, *The Pony Express*; Crump, *Boy's Book of U. S. Mails*; Easton, "R. F. D." *Familiar Essays of Today*; McSpadden, *How They Carried the Mail*; Rolt-Wheeler, *Boy With U. S. Aviators*; Stewart, "Postmen of the Skies," *Literature and Living*, Bk. II; Woodbury, *Communication*; Darrow, *Masters of Science and Invention*; Lunt, *Leading American Inventors*; American Telephone and Telegraph Co., *Magic of Communication*; Robert Frost, "The Line Gang", *The Open Door to Poetry*; Morse, "The First Successful Telegraph"; Saxe, "How Cyrus Laid the Cable," poem; Dukelow and Webster, *How Man Has Conquered Time*.



contributed to rapid communication.

- d. Wrote a theme showing how distance and time have diminished because of modern communication methods.
4. Investigating ancient means of communication in order to appreciate the remarkable progress which has been made in perfecting methods of transmitting ideas.
  - A. Read selections depicting life in ancient times in order to discover how various groups of the ancient world communicated with each other.
  - B. Reports were made on the ways in which primitive man communicated his ideas otherwise than by language.
  - C. Discussed how present day methods have evolved from earlier ones.
  - D. Investigated and discussed the effect of improved communication upon literary production.
5. Interpreting ballads, folk songs, legends, and epics to show their use as a means of communicating common ideas of earlier civilizations.
  - A. Read and then held an informal discussion of local legends, ballads, and folk songs, to show how these contribute a record of local history.
  - B. Reviewed ballads and legends to show how they picture the times with which they are contemporary, and to show how they have preserved the experiences of the race.

Browning, "Pheidippides and Balaustion's Adventure"; Browning, "How They Brought the Good News From Ghent to Aix"; Johnston, *Private Life of the Romans*; *Literature and Living*, Bk. II, pp. 350-375; Marshall, *Story of Human Progress*.

Ballad, "Charley Snyder"; Ballad, "The Erie Canal," "Ten Thousand Miles from Home," "The Wreck on the C. & O.," *American Ballads and Folk Songs*. Bates, *Ballad Book*; Davis, *Traditional Ballads of Virginia*; Macy, *Story of the World's Literature*; Sandburg, *American Song Bag*.



6. Trace the history of drama to show how it has served as a means of communication through the ages.
- Grady, *Reading for Appreciation*; Lamb, *Tales from Shakespeare*; Shakespeare, *Julius Caesar*; Lewis, *Contemporary One Act Plays*; Johnson and Phillips, *Types of Dramatic Composition*.

## IX. Summarizing, Evaluating, and Closing Unit.

### A. Summarizing:

The work as a whole was brought together and reviewed. From the aims a suitable factual test was devised and given.

### B. Evaluating:

By means of the test and the following criteria, the teacher evaluated the unit.

1. Did the pupil develop understandings of:
  - a. The value to humanity of oral and written communication?
  - b. The service of the radio, telephone, telegraph, postal service, printing press to the progress of communication?
  - c. The development of communication and its place in the changing civilization?
  - d. The effect of improved communication upon literary production?

### C. The understandings and appreciations were measured by observing:

1. The discussions held during conferences.
2. The types of questions asked by pupils.
3. The uses pupils made of the information gained through reading in offering

possible solutions of problems brought out in study.

### 4. Interest in activities.

### D. Did the pupils improve in:

1. The ability to use books—to read widely from many sources; to read for different purposes; to organize the information they have gained for use in class discussions and oral reports; to use table of contents and indexes in locating material and information?
2. The ability to make an outline of the material to be used in the discussion; to talk to the point to hold the attention of hearers?
3. The ability to observe well?

### Closing:

At the end of the unit an assembly program was given during which the class presented a play in three scenes; first, the communication of the ancients; second, the communication one hundred years ago; third, the communication today.

THELMA C. HEATWOLE

### DEMOCRACY

"I have yet to see the man or woman who did not become more attractive and more alive, by laying aside a too prized reserve and mingling on equal terms with other members of our common, struggling, hungering human family.—HENRY MORTON ROBINSON.



## THE MOB SCENE IN JULIUS CÆSAR

ONE night, in Stratford! How inadequate the time for such tantalizing sights as I found in this Elizabethan village made famous by Shakespeare. Only one night to enjoy a Shakespearean play in the new Memorial Theatre. It seemed hardly fair that I should have no choice as to which play I should see. There are plays and plays—even by Shakespeare! Evidently I must go for Shakespeare rather than for the play.

To my delight that evening's presentation was *The Tragedy of Julius Cæsar*. With no other play was I as familiar, as truly intimate, for on no other piece of literature had I spent so many hours of work and study. I felt I knew every line, every pause, every grimace. For four semesters I had taught this play in the ninth grade literature classes. I, at least, had learned much.

But from my one night in Stratford I gained a new insight and interpretation of the outstanding scene of the play—Act III, scene 2. It is here that the two statesmen, Brutus and Antony, plead their cases before the assembled mob in the Forum. It is a common street mob, made up of the riff-raff and a few of the steadier merchants and artisans. All lose their identity in the mob, and their thoughts become a part of that perplexing enigma—mob psychology. Few dramatists have attempted to portray the fickleness of feeling and opinions in a mob, and fewer directors are successful in presenting such scenes.

W. Bridges Adams, the director of The Stratford-upon-Avon Festival Company, interpreted the Roman mob most convincingly. His production made one feel a keener interest in those street loafers than in Antony himself, for upon their next thoughts and utterances hinged the play.

With the close of Brutus's speech the commoners are wild with enthusiasm and excitement. To be sure, they have missed

the point of his speech, but their excitement is such that they are swept away with the pleasure of it. They hate to have to quiet down to hear more even from Brutus. With mutterings and rumblings they acquiesce in Brutus's request that they stay to hear Mark Antony. They are sarcastic about his "noble Antony" and we can imagine as they talk among themselves that they agree to have no foolishness from the young fellow, for hissing, booing and rock-throwing were not unknown to ancient Rome.

Antony's first words, barely heard above the din, are enough to unloose their suspicion and antagonism. His actual words are: "For Brutus' sake, I am beholding to you." Most of the crowd hear only the word Brutus, and they suspect their new idol is being maligned. A rumble of protest rises up against the defenceless figure standing a few steps above them.

Again he tries to make himself heard. "You gentle Romans——"

But still the shouting and the din of those who stay as Brutus ordered, but who do it grudgingly. For his sake they remain, but that is all. Evidently Antony is determined to speak, so they quiet down somewhat but are still antagonistic to this friend of Cæsar.

A third time Antony makes a start on his speech, hoping now to soothe their hatred and allay their fears by his opening word of address.

"Friends——"

A wild protest arises. Friends indeed! They are no friends of Antony or of his cause, and they want the world to know it. Angry glances and ugly words exchanged among the commoners show their distrust of the speaker before them. Friends! The very word sets them on fire.

Patiently Antony tries again, realizing his previous mistakes. Now he addresses them, "Romans."

Almost as though from habit they shout a protest, this time less forceful than before. They are Romans, and every chest expands with the knowledge of that fact.



But even this appeal to their patriotism is not enough to overcome their hatred of Antony. They mutter among themselves.

Again Antony tries to quiet them so that he may get his message across.

"Countrymen——"

He is their countryman. The speaker cannot be so wicked then. They acquiesced but not without murmuring and nodding their heads one to the other. If he must speak, let him do it and be done.

Still as Antony plunges into his speech there are a few protesters. The field is not his by any means. As he mentions Cæsar's name the undercurrent threatens to drown him out. He faces every odd until, realizing the mood of his audience, he cleverly mentions "noble Brutus". These are soothing words and the street mob is more willing to listen. Antony, feeling he is not yet master of the situation, inserts that now famous clause, "For Brutus is an honorable man."

A wild shout of applause goes up, the first affirmative vote of the dissenters. The young upstart they listened to unwillingly is expressing their own thoughts. Brutus is truly an honorable man. Well do they know it, and they soften towards the speaker who utters the words with such sincerity.

Thus does Antony convert a wild mob of angry, protesting revolutionists into an orderly, receptive group, ready to listen, then to mourn, and finally to fight. All the odds were against him, but he was clever enough to persevere in his efforts, to appeal to their pride, and to praise their hero Brutus.

To read the printed page or, for that matter, to hear the average presentation of *Julius Cæsar* is not enough. The incorrigible mob does not make itself heard in those few speeches of the "citizens". No interruption is indicated after each of the words "Friends, Romans, countrymen" which are usually read in the perfunctory tones of the after-dinner speaker who begins, "Mr. Chairman, Ladies, and Gentlemen". Antony says far more than that. Each noun of address is a new plummet by which Antony

tests the waters of disapproval. Only by the superb acting of the mob can one realize Antony's problem and later appreciate his success.

Director Adams brought to the scene a vividness and thrill which I have never seen anywhere on the stage. Psychologically he is right to show the mob's prolonged protest against Antony, the symbol of their hatred. Mobs are fickle, but they do not change to a new leader without some outward and visible sign of inward struggle. Once the change is made, the struggle is forgotten. But it should not be omitted at its proper time in the play, for thereon hangs the fire and verve of the whole scene.

Such is the outstanding impression of my one night in Stratford.

NANCY LARRICK

## IN A HOLE

WE marvel at the amazing superiority of air travel over walking by which the range of man's adventuring is increased to the point where he can cover in an airplane in an hour the distance he could walk in a fortnight. We should realize as vividly that the superiority of written over oral communication is a greater miracle; that print brings to every man at the breakfast table the story of the enterprise and wisdom of men in the remote areas of the globe; that when a man can read, his range of learning embraces the world. Without print every man would be provincial, and his experience would be limited by the happenings of the geographical area which could easily be covered in person by him and his immediate associates.

To read with speed and comprehension is therefore recognized by school people to be the major technical objective of public education. The ability to read is more important than a knowledge of history, geography, arithmetic, or foreign languages because while a child learns to read he learns these subjects and what knowledge he does



not gain in school he can acquire for himself if he can read with speed and comprehension. Ability to read is the basis of continuing education—"the key that unlocks the storehouses of knowledge."

We usually associate inability to read with inability to acquire information. If the child cannot read, we say that he will remain ignorant, be unfamiliar with current events, lack the knowledge of important means of solving social problems, be unversed in literature and history, confined in his experience to his own experiences and happenings among his neighbors.

What we do not fully realize is that inability to read has many serious effects upon the emotional and intimately personal interior of personality. We do not realize that if the child cannot read he feels that he is "in a hole."

In the classroom when he stumbles in his oral reading, his more facile classmates may laugh, in the brutal way that children have, at his mistakes. To the sensitive boy or girl this is a species of juvenile crucifixion, and it is to be expected that he will feel frustration and inferiority and will draw back into himself. If he has an assignment of history or literature to read, his recitation is a failure not because he is a moron but because he does not know what has been written in the assignment and again he experiences failure with its attendant inward, burning feelings of inferiority.

On the streets and in the shops, people are so accustomed to direction by printed signs which they unconsciously read that the person who cannot read is constantly aware of the possibility of mistakes by his inability to follow these directions. Every printed sign that he sees makes him uncertain: perhaps he is "making a fool of himself" by not doing the expected. Print has become so universal a means of communication that whenever the boy sees anything in print he may have a sinking in the pit of his stomach.

The poor reader is not just a silent child nor a dumb child, stolidly indifferent to his handicap. Many of them are more sensitive than adults with a similar defect which they have learned to rationalize. They may suffer the delicate agonies of the very young in the presence of the derision of their associates. They are in the presence of defeat; they do not know their way out; they are "in a hole."

It is not surprising, therefore, that experts have found in many cases that this disability is the cause of behavior problems and delinquency. The boy may feel that he "does not belong" in his class group—they make subtle fun of him; they are sissies, teachers' pets; in short, they are not his kind. So he bears with them and gets his companionship outside with others of his kind, or he fights them and their views and customs and so becomes a problem child.

Nor is it surprising that experts have found that maladjustment and delinquency can frequently be cured by remedying the reading problem. When children so conditioned are brought to the level of their classmates in reading ability, certain results follow that have an effect upon the intimate depths of their personalities. They know as much as their fellows, and they belong. They are no longer "in a hole."

Not all maladjustments can be traced to this cause, and not all poor readers become disciplinary cases. But there is in every school system a substantial number of children who are bright and socially competent in other ways who are the victims of certain accidents of education—poor eyesight, short eye-span, failure to master a nucleus of words in the primary grades or one or a half-dozen others—who are suffering tortures that scar their personalities. To these, remedial reading administered upon the basis of intelligent diagnosis may provide a way out.—*Educational Research Bulletin.*



## THE TEACHERS' JOE MILLER

## TUT-TUT

Socialist Father: "What do you mean by playing truant? What makes you stay away from school?"

Son: "Class hatred, Father."

## TWO PLUS THREE

Arthur, who was five years old, was being drilled in simple arithmetic by his teacher, who said: "If I put five candies in your hand, and you eat two of them, how many would you have then?"

"Five," replied Arthur.

"But," said the teacher, "how can that be true when you have eaten two?"

"Sure," replied Arthur. "Two on the inside and three on the outside."

## CLEVER OF THEM!

Teacher: "Johnny, what do you consider the greatest accomplishment of the ancient Romans?"

Johnny: "Speaking Latin."—*American Girl*.

## A GOOD ATTEMPT

"Well, Johnny," said the teacher during the gardening lesson, "can you tell me what an herbaceous border is?"

"Yes, sir. It's a lodger what won't eat no meat."

## HOW CIVILIZATION COMPLICATES!

Teacher: "Johnny, why are you so late this morning?"

Johnny (breathlessly): "If you please, teacher, we tuned in on a western station last evening, and mother set the clock by it."

## Q. E. D.

The teacher had written 92.7 on the blackboard, and, to show the effect of multiplying by 10, had rubbed out the decimal point.

"Now, Alfred," she said, "where is the decimal point?"

"On the duster," replied Alfred without hesitation.

## PLACED

The following is an excerpt from a letter received by the office of the Commissioner of Education from a 25-year-old school teacher: "I should be especially glad if you can place me in one of the new schools you will be building for the refugees from the United States."

A school teacher was cashing her monthly check at the bank. The teller apologized for the filthy condition of some of the bills he handed her, saying: "I hope you are not afraid of microbes."

"Not a bit," the school teacher replied, "I'm sure no microbe could live on my salary."

## BUT HOW IT REMEMBERS!

A teacher was testing her class of young pupils on a recent natural history lesson.

"Now, Bobby," she said, "tell me where the elephant is found."

Bobby hesitated for a moment, then his face lit up.

"The elephant, teacher," he said, "is such a large animal it is scarcely ever lost."

## AHEM

The professor and a student were discussing peculiarities of English speech. Said the former: "Now, sugar is the only word beginning with *su* which has the sound of *h* between the *s* and *u*."

"Are you sure?" returned the student.

## TO THE HEAD OF THE CLASS

Teacher: "Willie, what are octopuses?"  
Willie (fresh from geometry class): "Eight cats, teacher."

## GETTING THE RECORD STRAIGHT

It was Mary Jane's first day at school, and the teacher was asking some questions for the records.

"Are you the oldest in your family?"

"No," replied the child, "mother is quite a bit older than I am."



# THE VIRGINIA TEACHER

Published monthly, except June, July, and August, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.



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## EDUCATIONAL COMMENT

### THE SKELETON IN VIRGINIA'S CLOSET

More than 9,000 of Virginia's 17,036 public school teachers have salaries of less than \$720 a year, and more than 13,000 of them get less than \$1,000 a year, the State Department of Education has informed the General Assembly, according to the *Richmond Times-Dispatch*.

The report placed the groups in the various salary brackets as follows: Under \$720 yearly, 6,159 white teachers, 3,092 Negro teachers; \$720 to \$1,000 yearly, 3,190 whites and 704 Negroes; \$1,000 to \$1,500 yearly, 2,277 whites and 205 Negroes; \$1,500 to \$2,000 yearly, 1,009 whites and eight Negroes; \$2,000 to \$2,500 yearly, 289 whites and three Negroes; \$2,500 to \$3,000 yearly, 56 whites, no Negroes; \$3,000 to \$3,500 yearly, 24 whites; \$3,500 to \$4,000 yearly, seven whites, and between \$4,000 and \$5,000 yearly, three whites.

The figures apply to teachers, principals, and supervisors.

Practically all of those in the higher income brackets were listed as being in the cities. Richmond had altogether 40 receiv-

ing \$2,500 a year or more, Portsmouth had eight, Newport News five, Petersburg three, Norfolk two, Lynchburg two, Danville two, and Alexandria, Charlottesville, Hampton, Hopewell, Roanoke, South Norfolk and Suffolk, one each.

## PROGRESS IN STANDING OF VIRGINIA HIGH SCHOOL LIBRARIES

On the basis of reports received from 613 high school libraries of Virginia for 1934-35, the increasing importance of the school library is apparent. An enormously increased demand for materials of instruction has been created by the use of the new state course of study, it is pointed out by C. W. Dickinson, Jr., director of libraries and textbooks.

"In 476 schools the library was open all day; and 466 schools had separate library rooms. The average number of volumes in each school library was 1372. The average expenditure per school was \$84.72 for books and \$13.40 for supplies. Books were classified, cataloged, and accessioned in 447 school libraries. Only three counties and two cities failed to buy any library books through this office during the year.

"There was an average of three tables and eighteen chairs in each school library. Five hundred and seventy-four libraries had adequate shelving; 201 had pamphlet files; 347 had magazine racks; 460 had loan desks; 363 had catalog cases; and 465 had bulletin boards.

"An average of 14.5 students per school received at least twelve lessons in the use of the library during the year. Four hundred and ninety schools kept records of pupils' reading. The average number of magazine subscriptions per school was 10.2; and newspapers, 1.5. In 218 schools the library was used during vacations, and in 131 it was open to members of the community throughout the year.

"Thirty-five librarians who have com-



pleted a full year of training in library science served last year in the high schools of the state. The number of teacher-librarians who have secured six or more session hours credit in library science from different summer schools is increasing, though it is impossible to give exact figures. These teacher-librarians spent an average of two periods per day in the library. An average of 5.8 students assisted the librarian in each school, and there were seventy-seven library clubs."

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#### FAMOUS RADIO ANNOUNCER IN PRAISE OF POETRY

There are those who speak of poetry with candid and unfeigned affection. There are those others who either blush or smirk at the mention of poetry. Such persons are either self-deceived or misled. For whatever else poetry may be, it is also a distillation of all that man has dreamed and hoped for. It is man's heart crying out in trouble or delight. It is man's world oscillating between rapture and tears. It is a courier running between light and darkness and bringing back to us reports of these separate horizons.

The indifference to and the active dislike of poetry is traceable to the dry and unprofitable manner in which it is taught in schools. Many of us still bear in our memories the wounds we suffered in our pathetic struggle against the onslaught of iambic pentameters. Many of us falling by the wayside thought we were through with poetry. But as we matured and grew richer with experience, we found that poetry was more than the measure of a certain number of beats to a line, and more than the Greek and Latin names used to describe those lines!

It has always been my belief that the spoken poem, when presented sincerely and understandingly, could break down the old antagonisms, so that the listener might be reconditioned and re-educated to a fuller

appreciation of poetry. To this end I originated my series of Poet's Gold readings. Five years of such programs have convinced me that people have a natural appetite for poetry; and once having learned to listen, they will demand it out of a deep necessity.

The medium of radio is such that it requires of each poem the capacity to create an instantaneous emotional shock. There is no going back once the word is spoken. The highly involved and complex poem is too many-sided to be grasped in its entirety. Simpler poems are more successful on the air. The over-subtle poem is for the reading-room or library. But the poem that is read aloud must touch off an immediate response or it will fail of its purpose.

In thinking of my radio audience I know that to them poetry does not move on iambic feet, but marches rather to the blood's rhythm and the heart's high-stepping. And so to the many thousands who have listened to Poet's Gold, and whose appreciation has made this program possible, I offer my deep gratitude.

DAVID ROSS

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#### HALF-BILLION FOR SCHOOL BUILDINGS

PWA grants from the new works-relief appropriation, together with contributions of local communities, according to Public Works Administrator Harold L. Ickes, will result in a 1936 educational building program of \$303,337,064 which is expected to represent a major portion of all such work undertaken in 1936.

The Administrator pointed out that since PWA began making loans and grants in the summer of 1933 allotments have been made to more than 3,000 cities, towns, school districts, and other public bodies for school, college, and library construction estimated at nearly a half billion dollars. A considerable proportion of this program could not have been undertaken without the help of PWA.



## ADVICE FOR PARENTS

Arrange the breakfast and lunch hours so that there is no rushing at home or to school.

Encourage punctuality and regular attendance, not permitting trifles to interfere.

See that the children are dressed simply, neatly, modestly, and suitably in accordance with the weather.

Insist upon the children under fourteen having at least ten hours' sleep.

Find out how much time should be devoted to home work, and see that it is done.

Provide a quiet place for home study, with good light and ventilation. Prevent interruptions as far as possible.

Show an interest in the children's school work, athletics, and other activities.

Do not criticize the teachers or school at all within the children's hearing. Always hear both sides of every question and ask the teacher about it.

Instil in the children habits of obedience and respect for authority.

Picture the school as a happy, desirable place, rather than as one children should dread.

Keep in mind that the school offers unlimited opportunities to those who take advantage of them, parents as well as pupils.

Plan to meet other parents in the school. It will help you understand your children better. Mothers should arouse the interest of fathers in the school activities and get their co-operation. If there is a parent-teacher association in your children's school, join it. If there is none, why not form one? Intelligent co-operation brings splendid results to all.—*United Parents Associations of Greater New York Schools.*

## ADVICE TO THE CANNY

The pessimists tell us there is no escape from another terrible war, and that there is little hope of perpetuating present-day civ-

ilization; in a word, we are facing another long stretch of Dark Ages. But I recall how Jeremiah, the gloomiest prophet, while he foretold ruin for Israel, held on to a nice piece of real estate—thinking, no doubt, that things might not be so bad after all.—HELEN KELLER.

## A BULWARK: AMERICAN PUBLIC SCHOOLS

The schools of America have justified their existence and are continuing to do so by their contributions to the stability of our government. Ours is the oldest constitution under which any government now exists. Our first president 150 years ago said that it was essential that we should maintain institutions for the dissemination of knowledge. Upon the basis of this dissemination the government has been able to continue down through nigh onto a century and a half. Contrast what has occurred in other lands. Before the dawn of the French Revolution most Frenchmen were ignorant, unenlightened peasants. A revolution was necessary in the life of their nation and how did it come? By storm and bloodshed. Russians before 1917 were oppressed, ignorant, unenlightened peasants. A revolution in their life was necessary and how did it come? By a whirlwind with death and the slaughter of literally millions on all sides. In our own country some of the brightest, most scholarly minds of the land say that we are now in the midst of a revolution. And how is it coming? We have had no white terror; we have had no red terror. The troops have not been called out. Colonial soldiers of another race have not been sent against our people. We maintain that the public school system has contributed most powerfully toward the stability of our government which has continued and does continue through the most trying vicissitudes of national and individual life.

—SUPT. W. E. SHEFFER



## THE READING TABLE

PREPARATION FOR SCHOOL LIBRARY WORK. By Lucile F. Fargo. New York: Columbia University Press. 1936. 190 pp. \$3.00.

This study of the present-day school library situation gives a survey of the types of positions open to school librarians and the factors that must be considered in the training of these school librarians. A summary of school library standards, certification requirements, a discussion of the professional migration of librarians and the influence of the consolidation of school units as well as units of library service are included in the first part of the book.

The author follows this survey of existing conditions with a discussion of specialized training for the school librarian. The content of a specialized curriculum for the education of full-time professional school librarians is set up.

The last chapter takes up the content of a curriculum for teachers and teacher-librarians. It begins with a general course in the use of the library in which the prospective teacher would learn the educational importance and place of the library in the modern school. These general courses are suggested as courses to be required of all teachers. On these would be built the elective courses for teacher-librarians who may have to take charge of a small collection of books in a school library.

This book should prove a valuable aid to state departments of education, teacher-training agencies, and librarians who are attempting to set up curricula for the training of teachers, teacher-librarians, and full-time professional school librarians.

FERN HOOVER

### BOOK LISTS

1000 BOOKS FOR THE SENIOR HIGH SCHOOL LIBRARY. Joint Committee of N. E. A., N. C. T. E., and A. L. A. 1935. American Library Association, 520 N. Michigan Ave., Chicago, Ill. 96 pp. Heavy paper, \$1; 10 copies or more 75c each.

GRADED LIST OF BOOKS FOR CHILDREN. Joint Committee of N. E. A., N. C. T. E., and A. L. A. 1936. American Library Association, 520 N.

Michigan Ave., Chicago, Ill. 176 pp. Heavy paper, \$1.75; 10 copies or more, \$1.50 each.

INEXPENSIVE BOOKS FOR BOYS AND GIRLS. A. L. A. Committee. 1936. American Library Association, 520 N. Michigan Ave., Chicago, Ill. 48 pp. Heavy paper, 50c; 10 or more, 40c each.

Three national organizations, the N. E. A., the National Council of Teachers of English, and the American Library Association, have co-operated in the preparation of two book lists for schools, the second of which, the *Graded List of Books for Children*, has just been issued by the A. L. A. This graded list offers 1600 carefully chosen and annotated titles divided into groups suitable for grades 1-3, 4-6, and 7-9, thus leading up to and merging with the first list, the *1000 Books for the Senior High School Library* which appeared last June. In compiling these two lists, the Committees not only selected titles considered essential for practical school libraries, but they also chose books obtainable in moderately priced editions.

A third list, *Inexpensive Books for Boys and Girls*, prepared by a committee of the A. L. A., is designed for the library or school with limited funds. Some 700 books varying in price from ten cents to a dollar are described. Titles and editions are carefully selected so that any grade school may safely use the list.

### READING LIST REVISED

GOOD READING. Edited by Atwood H. Townsend, Chairman. Chicago: National Council of Teachers of English. 1935. 80 pp. 20 cents for a single copy, \$1.80 a dozen; \$13 a hundred.

*Good Reading*, the reading list for college students and adults prepared by the College Reading Committee of the National Council of Teachers of English, has just appeared in a new and revised edition. The list, edited by thirty-six college professors under the chairmanship of Professor Atwood H. Townsend of New York University, includes over 1500 interesting books worth knowing from Homer to Pearl Buck, each briefly described and classified by period and type. An innovation is a notation after many of the books to show their relative



popularity with college professors and among undergraduates.

Avoiding the claim of having chosen the one hundred "best books" of the world, the committee has selected "one hundred significant books" for a special list. Among the modern American authors represented in the list are James Branch Cabell, Willa Cather, Theodore Dreiser, Hamlin Garland, Sinclair Lewis, Eugene O'Neill, Upton Sinclair, Lincoln Steffens, and Edith Wharton.

That there is considerable divergence between what professors think students ought to read and what the students themselves like to read is indicated by lists given of the fifty books most often recommended on reading lists of fifty-five colleges and the fifty books given preference by 1638 students in fifty-three colleges. *The Return of the Native* is the only book appearing in the first five choices on both lists. College lists give the leading places to *Pride and Prejudice*, *The Return of the Native*, and *The Scarlet Letter*, while students' first three preferences are the modern books, *The Good Earth*, *The Forsyte Saga*, and *Arrow-smith*.

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THE MALDEN HEALTH SERIES: *The Voyage of Growing Up*, by Clair E. Turner and Grace T. Hallock. 60 cents. *In Training for Health*, by Clair E. Turner and Jeanie M. Pinckney. 60 cents. *Community Health*, by Clair E. Turner and Georgie B. Collins. 84 cents. *Physiology and Health*, by Clair E. Turner. 96 cents. Boston: D. C. Heath and Co.

*The Voyage of Growing Up* (for Grade Three) gives entertaining aid in the development of desirable health habits and attitudes. The adventures of Ann and Paul during their summer on the farm and the stories they are told by Uncle John are so realistically given that pupil-readers will also sail on the voyage of growing up properly with Ann and Paul.

*Training for Health* (for Grade Four) encourages children to assume direct responsibility for health practices. At the end of each chapter is a list of suggested activities.

*Community Health* deals with all phases of community sanitation and includes safety practices, school health, and infant welfare. Pioneer life and modern life are contrasted to show the importance of present-day methods in maintaining community sanitation.

*Physiology and Health* (for high school) is a direct approach to physiology. The proper functioning of the body is studied carefully. At the beginning of each chapter is a well-planned introduction and a list of experiments and activities.

R. F. W.

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### A FUNCTIONING LIBERAL EDUCATION

If the nation is to maintain its ideals and to follow a steadily mounting path of progress, of social service, and of intellectual competence, it must have among its population the largest possible number of liberally educated men and women. These are men and women who have been taught to understand the origins and the history of the forces which make modern civilization, who have been introduced to the great masterpieces of literature, of the fine arts, of philosophy and of science, and who have been taught to think and to keep an open mind for new truth and new intellectual adventure. Such men and women alone can make a nation truly great and worthily confident of a permanent place among the leaders of civilization during the centuries that lie ahead of us.—NICHOLAS MURRAY BUTLER.

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Just as judges are appointed, not to serve the will of their appointees, but to serve Justice, pure and unalloyed, so scholars are selected by trustees, not to reflect the judgments of trustees, but to serve Truth fearlessly and dispassionately.—CHANCELLOR CHARLES W. FLINT, of Syracuse University.



## NEWS OF THE COLLEGE

"Education is designed to make a youth into the biggest and best person that youth is capable of becoming," was the declaration of Dr. Francis P. Gaines, president of Washington and Lee University, in a scholarly address before students in assembly the first week in February.

Dr. Gaines's address was arranged for by Alpha Chi Chapter of Kappa Delta Pi, in observance of its eighth anniversary on this campus. At the same time, the following students were presented as pledges of Kappa Delta Pi: Helen Gruber, Manhattan, New York; Bernice Gay Long, Petersburg; Frances Grove, Luray; Minnie Banks, Meadows of Dan; Norma Brown, Ridgefield Park, N. Y.; Catherine Brennan, Woodhaven, N. Y.; Edith Smith, Cismont; Beatrice Brill, Peekskill, N. Y.; Hannah Calhoun, Deerfield; Mary Sampson, Yonkers, N. Y.; Marjorie DeMott, Englewood, N. J.; and Lillian Wilkins, Harrisonburg.

The Hedgerow Players, a nationally known group of players under the direction of Jasper Deeter, presented on January 29 Shakespeare's *Twelfth Night* and Eugene O'Neill's *Beyond the Horizon*. *Twelfth Night* was enthusiastically received by the audience, special interest attaching to the fact that the rôle of Viola was capably played by Miss Cecelia McGloughlin, formerly of Lynchburg, and once a student at this college. The O'Neill play, though somewhat grim, was impressively done.

Under the direction of Dr. Tresidder a program of four one-act plays was offered as the second local dramatic program of the year by members of the play-production class early in January. The four plays were *The Bad Penny*, *Before Breakfast*, *Letters*, and *Joint Owners in Spain*.

The Stratford Dramatic Club, following its new plan, recently initiated into full membership the following students: Mary

Sampson, Yonkers, N. Y., acting; Dorothy Beach, Norfolk, directing; Ruby Tyree, Rocky Mount, staging; Flora Heins, Ballston, make-up. Work has begun on the Stratford spring production, announced as *The Late Christopher Bean*. The four feminine rôles will be decided on the basis of competition. Trying out for the parts are Doris Bubb, Virginia Blain, Mary Sampson, Maxine Cardwell, Mary Stewart, Anne Fearnow, Mildred Garnett, and Dorothy Day. The five male rôles will be taken by Messrs. George Aldhizer, Overton Lee, Irving Ney, and Roy Black, and Dr. Tresidder.

*What A Change!* an original musical show written by three transfer students from the Savage School of Physical Education, was successfully produced by the Athletic Association January 24. It was directed by Mildred "Pete" Bright, New York. The show, which included several scenes contrasting the life of students twenty-five years ago with their life today, was generally agreed to be the best production given by the Athletic Association in several years. Outstanding in their rôles were Helen Madjeski, Janet Tice, a group of tumblers from Savage School, and Jaye Rostron, who gave an exhibition of acrobatic dancing.

Under the leadership of Ila Arrington, Pembroke, newly elected president, the Sophomore Class celebrated its annual class day January 17. The midshipman theme was carried out in decorations, dress, and programs. A novel entertainment was presented by the class in the evening, when several members engaged in an amateur radio hour, patterned after that of the popular Major Bowes. The new president was elected upon the resignation of Mary Martha Cannon, Norfolk, who has withdrawn from college.

Elizabeth Thweatt, president of the Y. W. C. A., and Adelaide Howser represented the local "Y" organization at the Eleventh



Annual Conference on the Cause and Cure of War, held in Washington, D. C., January 21-24.

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Defeating the Sophomores 27-12 in the last of the inter-class basketball games played this season, the senior sextet was declared the champion of the inter-class tournament. The sophomore class received second rating, and the freshman, third. The junior class team, though accounting for a low total score, was called by Mrs. James C. Johnston, head of the physical education department, the best of the class teams "considering the material it was composed of."

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Gene Averett, Lynchburg, president of the Bluestone Cotillion Club, with James Harvey as her dancing partner, led the annual cotillion given Saturday evening, February 8. They were assisted by Anne Kellam, Weirwood, and Harold Jones, Norfolk.

Dan Gregory's orchestra, of Pittsburgh, Pennsylvania, furnished the music for the dansant held in the afternoon and for the evening dance.

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New members of the literary societies have been announced as follows: *Lanier*: Agnes Arnold, Dot Day, Catherine Jolly, Margaret Turner, Sophie Stinchfield, Helen Mitchell, Nancy White, Virginia Speed, Jane Logan, Lois Robertson, and Hannah Calhoun. *Lee*: Jean Fretwell, Virginia Rader, Billie Powell, Emma Rand, Ila Arrington, Hilda Finney, Lafayette Carr, and Anne Parlapiano. *Page*: Irene Collins, Elizabeth Rawles, Wanda Spencer, Edith Gammon, and Evelyn Vaughan.

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## ALUMNAE NOTES

### "HOME COMING," MARCH 20-21

Plans are being rapidly shaped for the Home-coming on March 20 and 21. Each

year has shown a marked increase in attendance, and this should be a record year.

Alumnæ Hall will be headquarters for registration and information. All alumnæ are urged to register as soon as they reach the campus, and to get their tickets for the play, the movies, and the dance.

On Friday night Sidney Howard's "The Late Christopher Bean" will be presented in Wilson Hall under the direction of Dr. Argus Tresidder of the college faculty. The rôles will be played by college students and local men.

On Saturday morning the business meeting will be held in Wilson Hall auditorium and will be followed by an open meeting, at which the speakers will include Vergelia Sadler, '11 and '21, Hazel Davis, '19, and Louise Elliot Shriver, '26. Virginia Gilliam, '31, will read a poem of her own composition.

Saturday afternoon there will be a basketball game between alumnæ and varsity, a movie, "She Married Her Boss," and a tea sponsored by the Harrisonburg chapter of the Alumnæ Association.

A banquet Saturday night will be followed by "In Old Kentucky," the last Will Rogers picture.

There will also be a dance Saturday evening. In recent years this has been a particularly popular occasion for the alumnæ.

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## OUR CONTRIBUTORS

ROSE M. MACDONALD, besides being county supervisor of schools and justice of the juvenile court in Clarke County, is a member of the State Board of Education.

REBA WARTMAN, who is librarian of the Matthew Whaley School in Williamsburg, is the newly-elected president of the Public School Librarians Section of the Virginia Education Association.

THELMA C. HEATWOLE is teacher of English in the high school at Elkton, Virginia.

NANCY LARRICK, who has taught English in the Handley School in Winchester, is a graduate of Goucher College, Baltimore.



## FILM ESTIMATES

Progressive teachers will find dependable advice in these estimates on current film releases.

Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with *The Educational Screen*, Chicago.

**BRIDE COMES HOME** (Colbert, McMurray, Young) (Para.) Tawdry stuff, with feeble dialog and stale humor, about hero and heroine that fight loud and long, but are in love, and wrangling ends in burlesque marriage ceremony. Fine example of bad taste in theme and good cast wasted. (A) Cheap (Y) Undesirable (C) No

**CAPTAIN BLOOD** (Errol Flynn, Olivia de Havilland) (Warner) Gripping sea-melodrama of 17th century England, packed with fights, grim cruelties, and a thrilling romance. Flynn notable as dauntless hero who is doctor, slave, pirate, and finally Governor. Strong, vibrant, convincing picture.

(A) Excellent (Y) Fine thriller (C) Too strong

**I DREAM TOO MUCH** (Lily Pons, Henry Fonda) (RKO) Pleasing little story of opera-singer who wanted her small-gauge husband and a baby more than a glamorous stage-career. Fine music, classical and popular, and notable for Lily's charm, unmistakable acting talent and glorious singing.

(A) Enjoyable (Y) Excellent (C) Mature but gd.

**I FOUND STELLA PARISH** (Ian Hunter, Kay Francis, Sybil Jason) (Warner) Romantic melodrama of notable quality and fine dialog. From London stage success, innocent heroine's unfortunate past drives herself and child into exile. Star reporter seeks, finds, loses, and wins. Hunter and Jason rôles excellent.

(A) Interesting (Y) Good (C) Beyond them

**IF YOU COULD ONLY COOK** (Herbert Marshall, Jean Arthur) (Columbia) Lightsome, pleasing remodeling of poor-girl-rich-man theme, delightfully combining whimsy, humor, and suspense. Hero, heroine, and jovial racketeer agreeably involved in deftly acted romance. Smoothly directed.

(A) Pleasing (Y) Very good (C) Good

**MAGNIFICENT OBSESSION** (Irene Dunne, Robt. Taylor) (Univ.) Brazen, disagreeable wastrel makes gruesome start for what develops into a powerful, appealing romance and deep love and devotion. Splendidly played. Drunken egocentric of start is a bit too crass to become so noble, but finely enough done to convince.

(A) Notable (Y) Mature (C) Beyond them

**METROPOLITAN** (Lawrence Tibbetts, Virginia Bruce) (Fox) Thin story built expressly as frame for operatic arias and songs finely rendered with usual Tibbetts vigor. His acting is highly self confident, expansive, explosive, but hardly satisfying. Many moments unconsciously comic, or less comic than intended.

(A) Fair (Y) Fairly good (C) Harmless

**MISS PACIFIC FLEET** (Blondell and Farrell) (Warner) Fast, rowdy farce about efforts of two slangy, stranded chorus-girls to raise fare back to Broadway. Abounds in wisecracks and uncouth comedy antics, with beauty contest, pre-

posterous prizefight, and wild speed-boat chase as features.

(A) Silly (Y) Poor (C) No

**MISTER HOBBO** (George Arliss) (G-B) Improbable but interesting story of lovable tramp made bank president by scheming swindlers. His heritage of financial ability enables him to solve crisis and save heroine's happiness, when he resumes tramping. Delightful Arliss rôle, free of mannerisms.

(A) Very good (Y) Excellent (C) Good

**A NIGHT AT THE OPERA** (Marx Brothers) (MGM) Crass, crazy slapstick comedy built on glibly burlesque of opera. Vacuous hilarity, low comedy without wit, more ridiculous than funny. The Marxes still think that raucousness, boorishness, vulgarity and absurdity make "comedy." Abundant guffaws for guffaw-addicts.

(A) Dep. on taste (Y-C) Decidedly not the best

**ROSE OF THE RANCHO** (Gladys Swarthout, John Boles) (Para.) The famous Belasco stage-play becomes a rather antiquated western, with the action slowed down to musical-comedy tempo. Swarthout's singing is the feature. Benign John Boles does the best he can with a strenuous he-man rôle.

(A) Fair (Y) Fairly good (C) Little interest

**SYLVIA SCARLET** (Hepburn, Aherne, Grant) (RKO) Hepburn does fine dual rôle in appealing romantic whimsy. Heroine masquerading as boy, with father, joins cockney crook. They reform and become show troupe. Their adventures make delightful comedy and some grim pathos. Lovely photography and notable performance.

(A) Notable (Y) Good (C) Little interest

**TRANSATLANTIC TUNNEL** (Richard Dix, Leslie Banks, Madge Evans) (Gau.-Brit.) Great spectacle-drama, ably done, of gigantic engineering task to bind England and America. Done with dignity, power and surprising convincingness. Expertly achieves credible combination of human interest and monstrous mechanics.

(A) (Y) Very int. of kind (C) Perhaps too strng.

**WHIPSAW** (Myrna Loy, Spencer Tracy) (MGM) Intensely interesting and clever story of crooked heroine caught between jewel thieves and a detective. Situations more plausible, direction more competent, ending more convincing than usual in such pictures. Humor, pathos, well-managed suspense make real entertainment.

(A) Fine of kd. (Y) Fine thrlr. (C) Not for thm.

**YOUR UNCLE DUDLEY** (E. E. Horton) (MGM) Wholesome domestic farce-comedy of long-suffering "booster" of small-town enterprises, with loving cups as sole reward, his business dwindling, relations to be supported, and a patient fiancée. But the worm turns at last and domestic happiness is restored.

(A) Gd. of kd. (Y) Amusing (C) Fairly amus.



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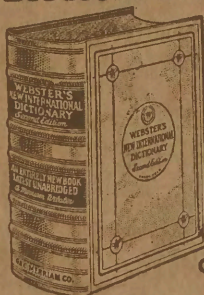
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